These digital plans have been designed by Georgia educators as examples of what’s working well for their students. When making curriculum decisions for your students, consult the guidelines of your local school and district.

This ten-lesson mini unit introduces students to critical analysis through informational writing. This unit emphasizes information literacy skills through the study of digital media and the analysis of information for accuracy and purpose. Students will actively engage with a variety of information media platforms, and they will write descriptions and analysis that demonstrate critical thinking skills. At the conclusion of the unit, students will use what they have learned to create an infographic, along with a detailed analysis of their own work.

Lesson Eight: Disinformation and Propaganda

In this lesson, students will learn four propaganda types. Students will analyze a World War I propaganda film, and they will write a response that demonstrates an understanding of the four devices. They will analyze the role of propaganda and disinformation as methods for impacting public perception and opinion.

NOTE: This learning plan uses specific texts (e.g., written, performed, illustrated) as concrete examples of standards-based learning activities. These texts are not endorsements. The selection of classroom texts is completely a local decision and subject to local approval processes.
<table>
<thead>
<tr>
<th>Learning Targets</th>
<th>Lesson “Small Make(s)”</th>
<th>Unit “Big Make”</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can analyze media to identify its authenticity and purpose.</td>
<td>• Propaganda Analysis Questions &amp; Reflections</td>
<td>Infographic with accompanying analysis (framed by Lesson Nine Research Guide)</td>
</tr>
<tr>
<td>I can make conclusions about a creator's purpose when examining media.</td>
<td>Infographic Rubric</td>
<td></td>
</tr>
</tbody>
</table>

### Standard Alignment

**Standard(s):**

ELAGSE6W2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

**WIDA English Language Development Standards for English learners (ELs):**

Teachers of ELs are encouraged to use the resources in the WIDA English Language Development Standards Framework, 2020 Edition, to design language expectations (p.28) specific to the GSE. Examples of the English language needed to support informational writing can be found on pp. 186-187.
Instructional Design

For more information regarding daily routine practices and/or additional information on the unit framework (including materials), please see the Unit Overview.

Various evidence-based practices (EBPs) are identified throughout the lesson below; however, we believe good teaching can be eclectic, “...thoughtfully, intentionally taking some of the best of different teaching methodologies, while always holding onto some research-based, core beliefs, we can help our students flourish in ways that teaching only one way will not” (Roberts, 2018, p. 6). Always feel free to adapt the lesson to meet your professional needs with your specific student population. Ideas for student supports and enrichments can be found in the “Student Learning Supports” section.

Materials

Teacher—computer, projector, Internet access, a free Adobe Creative Cloud account or Canva for Education account could be created at this time for the students’ cumulative project (information guide), Slogan Kahoot, Newseum Ed’s “Weed out Propaganda”, propaganda video

Students—handout, computer/device, Internet access, Informational Writing: Lesson Eight Handout (Unplugged), Newseum Ed’s “Weed out Propaganda”

Disclaimer: The Georgia Department of Education (GaDOE) does not endorse any of the books, resources, websites, programs, products, and other materials that may be featured as part of the Remote Learning Plan units. Any use of books, resources, websites, programs, products and other materials are intended to serve as examples only. All curriculum decisions are made at the local level.
**Engage**

Opening:

*Synchronous*

Start with media that students know to help them start noticing language and the influences around them.

Ask students if they know what companies go with these slogans:

- “I’m lovin’ it” (McDonalds)
- “The quicker picker upper” (Bounty)
- “Have it your way” (Burger King)
- “Melts in your mouth, not in your hands” (M&Ms)
- “Expect more, pay less” (Target)
- “Think different” (Apple)
- “Snap, crackle, pop!” (Rice Crispies)
- “Just do it” (Nike)
- “Eat fresh” (Subway)

Alternatively, here is a [Kahoot](#) created to offer the same experience if you want to use or copy it for your students.

These are examples of slogans that were created to sell products. The slogans are meant to be catchy and unforgettable. This kind of **propaganda** is not harmful, however there are many different kinds of propaganda and sometimes it can be harmful.
Asynchronous

Students can be assigned this Kahoot over common slogans in your online learning platform.

EBP: Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); EBP: Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).

Unplugged/Offline

1. Have students complete Part I of the Informational Writing: Lesson Eight Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

Explore

Synchronous/Asynchronous

Present Newseum Ed’s “Weed out Propaganda” Poster/Visual.

Creators of propaganda use different techniques to sell their message, and it is important for us to recognize them so we don’t fall prey to harmful information:

- **Simplification**—ideas and information are presented in simple ways, without context and explanation
- **Exaggeration**—false claims are made
- **Exploitation**—fear is stoked and situations or individuals are used unfairly to make claims
- **Division**—attack opponents

EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).

Unplugged/Offline

1. Have students complete Part II of the Informational Writing: Lesson Eight Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
Apply

Synchronous/Asynchronous

Students can watch this [propaganda video](#) about Japanese internment from the U.S. Government’s Office of War Information in World War II (U.S. Office of War Information, 1943).

*Showing this video may require some context from the teacher in terms of why the Office of War Information was generating this propaganda (which was at times problematic – especially as it related to Japanese American citizens), and what it hoped to achieve. A multitude of propaganda videos exist that could be substituted for this video if you so choose.*

After watching the video, have students complete the following questions alone, in partners, or in a small group. You could possibly even jigsaw to a certain extent, and ask one group to tackle the first two, and another group to tackle the second two, etc., followed by a sharing out.

[Lesson Eight Handout](#)
<table>
<thead>
<tr>
<th>Does this example use <strong>SIMPLIFICATION</strong>?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it make a complicated issue seem simpler than it really is?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>If yes, how? Does it:</strong></td>
<td>Explain:</td>
</tr>
<tr>
<td>• Use extremes?</td>
<td></td>
</tr>
<tr>
<td>• Make leaps of logic?</td>
<td></td>
</tr>
<tr>
<td>• Present incomplete facts?</td>
<td></td>
</tr>
<tr>
<td>• Set up (and knock down) easy targets?</td>
<td></td>
</tr>
<tr>
<td>• Use other simplification techniques?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this example use <strong>EXPLOITATION</strong>?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it try to make you feel emotions about the issue rather than weighing the facts?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>If yes, how? Does it:</strong></td>
<td>Explain:</td>
</tr>
<tr>
<td>• Use fear-mongering?</td>
<td></td>
</tr>
<tr>
<td>• Use flattery?</td>
<td></td>
</tr>
<tr>
<td>• Present shocking content?</td>
<td></td>
</tr>
<tr>
<td>• Use deadlines or peer pressure?</td>
<td></td>
</tr>
<tr>
<td>• Use other exploitation techniques?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this example use <strong>EXAGGERATION</strong>?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it try to make its own cause seem stronger/better/more popular than it really is?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>If yes, how? Does it:</strong></td>
<td>Explain:</td>
</tr>
<tr>
<td>• Promise outlandish outcomes?</td>
<td></td>
</tr>
<tr>
<td>• Piggyback on other success?</td>
<td></td>
</tr>
<tr>
<td>• Overhype its success stories?</td>
<td></td>
</tr>
<tr>
<td>• Make power plays?</td>
<td></td>
</tr>
<tr>
<td>• Use other exaggeration techniques?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this example use <strong>DIVISION</strong>?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Does it try to broaden the gap between “us” (supporters) and “them” (the other side)?</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>If yes, how? Does it:</strong></td>
<td>Explain:</td>
</tr>
<tr>
<td>• Create heroes and villains?</td>
<td></td>
</tr>
<tr>
<td>• Push people to pick a side?</td>
<td></td>
</tr>
<tr>
<td>• Cozy up to the familiar?</td>
<td></td>
</tr>
<tr>
<td>• Use stereotypes and name-calling?</td>
<td></td>
</tr>
<tr>
<td>• Use other division techniques?</td>
<td></td>
</tr>
</tbody>
</table>
Explain that in the world where the deep fake is becoming a more common, disinformation in the form of videos can grow more dangerous.

While students work, model/conference with individuals or small groups as planned (scheduled times) or spontaneously. **EBP: Explicitly teach appropriate writing strategies using a Model-Practice-Reflect instructional cycle. [Strong Evidence] (Graham et al., 2016); EBP: Ask deep explanatory questions. [Strong Evidence] (Pashler et al., 2007); EBP: Provide direct and explicit comprehension strategy instruction. [Strong Evidence] (Kamil et al., 2008).**

**Unplugged/Offline**

1. Have students complete Part III of the Informational Writing: Lesson Eight Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).

**Reflect**

**Synchronous/Asynchronous**

Allow students to share their findings about the video analysis. They can respond to the following reflection question in their Writer’s Notebooks or in a discussion/post.

- What is something new that you learned from the video?
- How do you think people responded to it at the time? Why?
  - Consider the response of Japanese Americans compared to others during this time.
- How do you feel propaganda could be used for good?
- How do you feel propaganda could be damaging?
- Why do you believe propaganda is effective?

**EBP: Integrate writing and reading to emphasize key writing features. [Moderate Evidence] (Graham et al., 2016).**

**Unplugged/Offline**

1. Have students complete Part IV of the Informational Writing: Lesson Eight Handout (Unplugged).
2. If possible, try to find a way to communicate with students about their thoughts and to provide feedback (even if it is via phone call or Google Voice).
# Evidence of Student Success

## Formative Assessment

- Assess through the class discussion and the written responses if students can identify propaganda techniques.
- Are students able to describe the film and understand how it was used to sway popular opinion?

**“More of What’s Meaningful”: Formative Assessments** *(Serravallo, 2013)*

Formative assessment can occur in two ways:

- Conferring [*Guidance: Tips for Conferring to Maximize Student Engage*](#)
  - *“Supercharge your Conferring: Focus on Goals, Strategies, and Feedback”* *(Serravallo, 2018)*
- Sharing [*“How to Create an Inclusive Virtual Classroom”* *(Kern, 2020)*]
  - *“8 Strategies to Improve Participation in Your Virtual Classroom”* *(Minero, 2020)*

## Student Learning Supports

At all levels, the English Language Arts standards encourage students to become critical thinkers and communicators. The following strategies are designed to support students who are either struggling to meet this lesson's learning target and/or are exceeding and would benefit from enrichment.

### Supports/Scaffolding

- **Conceptual Processing**: Allow additional processing time. Review this content prior to the lesson occurring so that the student will have additional time to formulate responses. Summarize each lesson segment and keep summary accessible for students. Implement scaffolds identified below for various circumstances.

- **Language**: Prior to beginning of the lesson, explicitly teach vocabulary required to engage with the content. [*EBP: Explicit vocabulary instruction [strong] (Kamil, et al., 2008)*].

- **Visual-spatial Processing**: Provide opportunities for students to engage with visual representations and/or manipulatives (virtual or concrete) as they explore concepts of power and communicate ideas.

- **Organization**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments as necessary. Help students bookmark frequently utilized sites (such as Flipgrid) or how to group tabs in Chrome to assist with organization.

- **Memory**: Maintain logical progression of big ideas/lesson segments in the course’s shared virtual space so that students can revisit lesson segments, as necessary.
Scaffolds for Specific Lesson:

If students are unfamiliar with the term propaganda, they may need additional scaffolding/discussion to understand exactly what it is.

(Merriam Webster, n.d.)

**EBP: Provide explicit vocabulary instruction. [Strong Evidence]** (Kamil et al., 2008).

Students may need to conference individually or in small groups when they begin to work on their graphic organizers and summaries.

Students with similar struggles can be grouped for additional supports and/or modeling.

Supports for English learners:

- Suggestions for this lesson include but are not limited to:

- Educators may find it valuable to review WIDA’s Proficiency Level Descriptors (pp. 210-211) when planning for differentiation based on students’ levels of English proficiency.
• Teachers of ELs are encouraged to incorporate high leverage practices for teaching EL students and to utilize relevant evidence-based strategies such as those found in Project EXCELL’s downloadable GO TO Strategies (Levine et al., 2013).

**Acceleration/Extension**

**Standard (if different):**

ELAGSE6SL2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Acceleration/Extension Activity:**

• Using the “Weed out Propaganda” flyer from the Engage step, students could be more specific in their analysis of given propaganda.

• Students could also research additional types and examples of propaganda to share with their peers; they could even create a quick slide presentation to highlight some of the examples if they so choose.

**EBP:** Increase student motivation and engagement in literacy learning. [Moderate Evidence] (Kamil et al., 2008); **EBP:** Connect and integrate abstract and concrete representations of concepts. [Moderate Evidence] (Pashler et al., 2007).
Engaging Families

Aligning with your district’s family engagement plan to facilitate the most meaningful way to work with your families should remain the focus. At the secondary level, much of the communication occurs with the student serving as a liaison.

FAMILY ENGAGEMENT:

- If families express more interest, here is an article at Common Sense Media aimed at the parent audience about “deepfakes” (Barnwell, 2019).
- **Engage families of English learners** by encouraging reading of bilingual informational texts (sample online resources for free bilingual books: Unite for Literacy, Global Storybooks) (Knight, 2018). Families can also encourage writing at home (English version / Spanish version) with students (¡Colorín Colorado!, 2019).
References


https://www.scientificamerican.com/article/5-ways-to-spot-a-fake/


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